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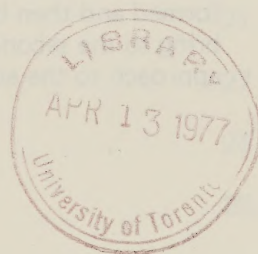
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About Face



***is anybody out there
listening?***

***A study of sexism
in a Secondary School***

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PREFACE

This booklet affords the reader a rare glimpse into the operation of a high school as seen through student eyes. The young people who wrote this booklet on their own initiative have carefully documented how they see blatant sexism within the school curriculum and activities. It is my hope that you will read the booklet, become informed and then begin to initiate corrective measures which will bring to the secondary school system a more humane and sane approach to the education of our young people.

Laura Sabia

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Dedication

"To the memory of a sensitive teacher
who understood her students."

INTRODUCTION

"Schools cannot create a non-sexist world. They can join in the struggle or continue to thwart it." (1)

In the course of any given day, high school students are exposed to the sexism that permeates the school system and is a reflection of the wider society. The course curriculum, teaching materials and school policies all serve to perpetuate the falsity that women are by nature subordinate, insignificant, and narrowly necessary. This image of women is underscored by the contrasting image of men as discoverers, shapers and organizers of the world.

One of the questions we have been repeatedly asked is why did we write this report? Let us relate to you a few of the experiences we have had that inspired — or drove us — to doing the study.

A math teacher once complained when the three highest marks in his class were held by female students. Rather than complimenting the girls on their achievement he implied that there is something wrong with girls getting high grades in mathematics.

An English teacher surveyed his class recently, and said: "I look to the boys in my room to see where they will go . . . who will become famous and who will become rich . . . I say boys because the girls will settle down, get married and become housewives". This remark was particularly offensive because the top student in the grade was sitting in the room, a female.

In a department office there hangs a poster of a naked young woman. Any girl who walks into that office knows exactly what she is worth. A teacher in this same department once found it very amusing when asked to serve on the jury of a rape trial.

A snickering teacher once informed his class that "If Womans' Lib gets its way Manhattan Island will have to become Personhatten Island". This statement is doubly negative for it tells the feminist that her ideology provides material for humour and it tells all students that any group that expresses a need for change should be ridiculed.

Incidents such as these occur in every school, every day to all students. Although the insensitive casual remarks made by teachers are often not deliberate and are only an illustration of a lack of awareness, the effect on the student is damaging.

We were frustrated and attempted to make changes that we thought were constructive. In the past the Student Council has allocated funds to the Girls' and Boys' Athletic Associations in disproportionate amounts; the boys have received twice as much as the girls. After much deliberation the Council decided the only just thing to do was to divide the money between the two groups equally. The morning after the decision was made one of our Council members was dragged out of class and told by a senior administrator "There is a Womans' Lib element in this school whose purpose is to create havoc without consideration for the consequences." Later that day the student was blamed by the principal for creat-

ing a battle between the sexes. As a result of this kind of intimidation and pressure the Council compromised on its original decision and allocated to the boys \$350 more than the girls.

Other attempts on the part of the students were made to question the situation and thereby effect change. Understandably these attempts were unsuccessful because sexist attitudes are so entrenched. We were aware of Women Studies courses and felt that one in the school would supply a more concrete approach to the problem.

Such a course would allow an indepth examination of the position of women in our society and the history of its development, an appreciation into the ways women have contributed to our societal development and importantly, as a result, develop the students' awareness of selfhood and interaction with others. We approached the administration and were told that the implementation of the course into the school program was a possibility if we could supply a teacher, design the course and persuade thirty students to take it. This was a rather heavy load for Grade 11 students, yet we persisted. A year later we were told by the principal that it was simply impossible to offer the course in the next school year for "These things take time; you should have come to us a year ago." This was aggravating for that was exactly what we had done.

As a consolation we were told that, since ideally Women's Studies should be incorporated into the existing courses where it could reach all the students, the school would investigate the matter. From earlier experiences we felt sure that was the last anyone would hear of it.

The teachers' strike coincided with the culmination of these events. In the midst of our despair the obvious solution seemed to be that we, who were aware of the situation and felt strongly enough to do something, should examine our learning materials and try to document instances of sexism to show where and how Women's Studies could be integrated.

With this in mind an examination of texts and courses was undertaken during the teachers' strike. A random sampling of textbooks, seventy out of a hundred, was selected from the subject areas of science, social sciences, communications and the arts. More specifically this entails classical studies, and languages, the histories, the sciences and physical education as well as a brief look at the guidance department.

Though we had entered into the project aware of certain inadequacies and biases in the textbooks, what we discovered shocked us. As we have documented, women in high school are underrepresented, maligned and ignored. What is compressed into the study is something of what the female student is exposed to over a five year period. She is given no aspirations, little encouragement and few role models. Both male and female students are repeatedly reminded of the supposed inferiority of women so that they begin to accept it as true.

So overwhelmed were we by our findings, there were times when we didn't know if we could complete the document or cope with our discoveries. We did finish

the study, but we cannot cope. We found that nothing less than a major redesigning of courses and teaching materials will correct the imbalance. We are quite helpless to put into action any of the recommendations that would logically follow the findings.

At different times the report has occasioned in us frustration, disillusionment and bitterness yet we are hopeful that the following analysis will raise in you, the reader, an awareness after which decisions will be made by you to join in the struggle of eliminating sexism and stereotyping in schools.

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I HISTORY

INTRODUCTION

There are five history textbooks used in the grades 9-12. Though they each cover a different time period in world history, they all share the common prejudice that women have played a minor role in the development of civilization, a role so insignificant it is usually not worthy of mention.

Grade 9 The British Epic

This text is "A History of English Speaking Peoples From the Earliest Times to the Present Day". However, one immediately discovers it is a history of English speaking men. Out of more than two hundred people discussed, over 92% are men.

In Anglo Saxon times one reads of Alfred the Great, Egbert, Canute and Ethelred the Unready (1). There is no mention however, of Martia (2), Aethelflaed (3) or Matilda (4). These women were all instrumental in the development of justice and the common law. In Elizabethan England one reads of Shakespeare and Sir Thomas More. With the exception of Elizabeth herself, none of the "truly great women" of this era (5) are mentioned. Georgian and Victorian England presents us with "great . . . brilliant . . . famous . . . outstanding" writers such as Daniel Defoe, Laurence Sterne, Jonathan Swift, Henry Fielding, Alexander Pope, Charles Dickens, Carlyle, Disraeli and Rudyard Kipling. Where are Mary Wollestonecraft, Mary Shelley, George Eliot, Jane Austen and the Brontes?

A further bias is seen in the discussion of actual women. Elizabeth I is:

" . . . two Elizabeths; the gay witty flirt who enjoyed the attentions of an army of suitors and the sometimes violent and angry shrew who boxed the ears of her advisors . . ." (p91)

This should be compared with her father Henry VIII who is:

"... two Henrys, one the merry monarch of the hunt and banquet and procession, the friend of children, the patron of every kind of sport, the other the cold, acute observer . . . watching vigilantly, weighing arguments, refusing except under the stress of great events to speak his own mind." (p84)

Queen Anne, leader during the Augustan Age, has been described as "concerned and active" (6) yet in this text she becomes:

"the dowdy, stolid but hardworking Anne . . . fortunate . . . that (she) found in John Churchill a man . . . to lead the nation . . ."
(p160)

King George III, the king who lost the colonies and went hopelessly insane nine years before his death receives much kinder treatment.

"... George's father had never been gifted mentally and there is every reason to believe that the son took after him . . . nevertheless he was shrewd and determined and made up in hard work what he may have lacked in intelligence." (p207)

Queen Victoria, ruler during an age that bears her name, receives little or no credit for the greatness of the era. In over sixty pages about the Victorian Age, she is briefly mentioned nine times. Never is she shown as being involved in the political affairs of the country, but she:

. . . opened the Great Exhibition at the Crystal palace . . . (p270)
. . . is named "Empress of India". The Queen was delighted. (p302)
. . . thought Palmerstone a "nasty old man" and forced the Prime Minister to dismiss him. Soon he was called back for "no government could do without him". (p286)

It is Gladstone and Disraeli who lead Britain through troubled waters. (p291)

This limited portrayal of women is reinforced by the illustrations. *The British Epic* has nearly four hundred and twenty drawings of men and fewer than twenty of women. (Appendix A) Further, rarely is a woman portrayed alone. She is usually seen beside or behind a man and is in most cases a secondary character. A ludicrous example of this is seen in the depiction of the execution of Mary, Queen of Scots (p95). The picture is titled "Mary Queen of Scots" but she is only a tiny figure in the background. In the foreground is a man's body drawn large, shown from the hips down, holding an axe. Could it be that the axeman's crotch is more important than the Queen?

Finally, we found what we believe to be a certain amount of misinformation in the text. One reads that Druidism was a religion of priests who wielded great power and influence (p5). The accompanying diagram shows several priests around an altar. Druidism was a matriarchal religion; it was the priestesses who wielded the power and influence (7). Walpole and Pitt are given full credit for their diplomatic success with George II, however, they might have been unsuccessful without the help of Queen Caroline (8).

This text most definitely disregards and belittles women. The final line of the book states:

“She [England] has been great in the past, she was to be great in the future. Hers indeed, is a glorious history.” (p327)

On the contrary, her history has not yet begun to be written.

Grade 10 Northern Destiny

This text, covering the history of Canada, claims “to show how the past has formed Canada and Canadians” (1). In over a thousand years of Canadian history, fewer than eight women are mentioned. The implication that women have played a minor role in the development of the country is false. The list of great female pioneers is long: Marguerite de Roberval (2) was the first white European to successfully live off the land alone, thus she paved the way for Champlain; Martha Black (3), an expert on Arctic plant life, was known as “Mother of the Yukon”; Dr. James Barry (4) was the Inspector General for Hospitals in Upper and Lower Canada and her sex was discovered only after her death; Jeanne Mance (5), Amelia Douglas (6), and Molly Brant (7) all assisted in the success of the colonies; Agnes MacPhail was the first female M.P.; Nellie McClung was a politician and author. These are only a few examples of women who have helped build Canada. None of them appear in this history text.

Another kind of omission is seen in the failure to report the discrimination women have faced in this country. In 1920 the Supreme Court of Canada ruled that woman was not a “person”. That incredible event is not included. There is little reference to female suffrage. Indeed we read that the franchise was ‘extended’!

The most startling aspect of this book, is that it was published as recently as 1970. The student might well conclude that the publisher was either misinformed or uncaring because the issue of sexism was in the public forum prior to that date.

Grade 11 The Foundations of the West

This book begins by telling us that men have split the atom, invented radio and television and burst through the earth’s atmosphere. This is a fair indication of the attitude taken throughout the text, that women are inconsequential in history. Actually the statement is inaccurate, Lisa Meitner was the first atomic pioneer who could explain fission (1), and Valentina Tereshkova was the twelfth person in space (2). Masculist terminology, as one can see, leads to false impressions and false information, as in:

“Archeologists have helped reconstruct man’s past.” (p5)

“. . . man’s origin, his physical characteristics and the cultures he has created. . .” (p5)

“. . . the earliest manlike beings. . .” (p11)

“. . . by studying the remains of man’s artifacts. . .” (p11)

The myth of Man the Mighty Hunter is perpetuated to the point of incredulity. In the discussion of the eating habits of the first people we read:

“They lived on a diet of elephants, rhinoceros, bison, horses, camels, boars, and sheep occasionally varied with bear. . .” (p11)

Apart from the obvious vitamin and carbohydrate deficiency in early persons’ diet one realizes that the essential contribution of woman as food gatherer has been passed over. Evidence indicates (and the authors even admit) that women were the first food gatherers. It is interesting to note that in modern primitive societies all hunting gathering tribes studied have women providing two to three times as much food by weight as men. (3)

An amusing androcentric statement, one that typifies the attitude prevalent in the text, is:

“By far the most significant event of this period was the coming of the great primate, Man.” (p10)

The Great Primate Man is credited with every advance made by any civilization. There is a chapter devoted to Sumer, “the birthplace of Western Civilization.” The authors neglect to mention that Sumer was an original matriarchal society. (4) In the study of Egypt and its government the great female Pharaohs are unmentioned. There are several paragraphs devoted to Pericles, yet one reads nothing of Aspasia, who Plato and Socrates agreed was the most intelligent Greek of the time. (5)

A supremely masculist attitude is evidenced in:

“The crusading movement was not all lost . . . the Crusaders learned new lessons in warfare and fortification . . . knights found an outlet for their violence in holy war . . .” (p265)

To most people these statements are a further mark against the Crusades, not a justification for them.

Perhaps the most glaring omission is seen in the discussion of Christianity. In over thirty pages about Christianity the Virgin Mary is mentioned once. Evidence indicates that Christianity owes much of its success to her, yet this central figure is rejected.

The study of the West from its beginnings to the mid-seventeenth century mentions two hundred men and fewer than twelve women. This is an amazing feat, as much of the text is devoted to prehistory, the time in which women were at least equal to men in holding positions of power.

Grade 11 The Enduring Past

In recording over 500,000 years of world history, *The Enduring Past* makes note of fewer than twenty women. Elizabeth Gould Davis wrote:

“Man has written history with the conscious purpose of ignoring, belittling and ridiculing great women of the past.” (1)

This book as others, is a ready illustration of this comment. The text is used in conjunction with *Foundations of the West* and many of the oversights are the same. In the study of prehistory there is no reference made to the matriarchal societies that dominated the period in which “women ruled and men were ser-

vants". (2) Many Popes are mentioned, however, one who is omitted is Pope Joan, the only female Pope in history. (3) Dr. Leakey is discussed, his wife and professional colleague Mary, is not mentioned.

The few women who receive attention would have been better forgotten. They are treated poorly, their contributions to civilization and their talents are downplayed.

The section titled "Fatal Fascination" informs us that Cleopatra was loved by men for her "irresistible charm" and "the sweetness also in the tones of her voice." Her political acumen and ability as a ruler are not mentioned. Joan of Arc, we learn "was the daughter of Jacques D'arc" (p436). The text neglects to inform us that her insignificant sire forcibly tried to restrain her from her mission. (4) Catherine of Aragon was a brilliant scholar, described by Erasmus as being "a very learned lady". (5) She is only mentioned in the context of her inability to reproduce. "Henry longed for a male heir — as what king didn't? but Catherine has not borne him one" (p485).

Agrippinna, mother of Nero, is "ambitious . . . notorious . . . and domineering" (p233) and capable of lovingly killing her husband. It is not appreciated that it is these qualities that put Nero on the throne. We learn that Mary Tudor was responsible for the death of 274 Protestants and that Elizabeth killed 183 Catholics. However, there is no mention of the thousands of "witches" burned under male rule across Europe (6) in subsequent centuries.

The masculist terminology is again a reinforcement of the deception that women were unimportant and incapable:

" . . . man alone of all animals has the power of speech . . ." (p9)

" . . . men discovered fire . . ." (p8)

" . . . man became master of the earth . . ." (p6)

This terminology is so ingrained that the authors supply illogical and inaccurate information. Unable to break out of the mold they have created, a ludicrous explanation for cave art is supplied:

"It is inconceivable that the average rude hunter would be capable of such fine work. A few trained artists may have been spared from the hunt while their fellows roamed abroad in a pack." (p9)

Trained artists? Who trained them? As has been pointed out by several historians, "Cave Art is definitely a woman's art". (7) The authors of this text are unable to imagine women as being capable of creating the paintings.

Lastly, in the section of prehistoric person, we learn:

"He probably had enough intelligence to kill his stupid cousin, Zinjanthropus." (p6)

When intelligence is equated with ability to kill, one wonders even more about the credibility of the textbooks.

Grade 12 Modern Perspectives

This book attempts to provide the reader with “insights into the great events of the past four centuries”. (1) Unfortunately this attempt is unsuccessful for the book deals with men and their achievements. The illustrations are 95% male. The few women mentioned are given only cursory reference.

“[Mary Antoinette] . . . would bathe in milk for the sake of her complexion.” (p125)

Jean Paul Sartre, H.G. Wells and Francis Bacon are included while female counterparts such as Simone de Beauvoir, Mary Shelley and Margaret Roper are left out. When men as obscure as Henry Cort, who “developed the puddling and rolling process” (p265) are discussed, one suspects that the failure to recognize women is deliberate.

The text points out that both men and women participated in the French Revolution but fails to point out that women were excluded from planning the future of the country. We learn that Rousseau influenced “history down to the present day” (p116) but are not told his damaging views on women as exemplified in “the body of woman was made expressly to please man”. (2) Surely both his positive and negative views should be noted.

The historians ask in the page long epilogue:

“will he find complete satisfaction in intellectual, cultural and athletic activities? . . . will he for the first time in the history of ordinary people be satisfied with life without the struggle for essentials . . .? Will he become more humanitarian in the sense of helping less favoured inhabitants of the globe or will he become intoxicated with a new surge of aggressive power? ” (p734)

One must also ask, will he ever recognize the contributions made by women!

Conclusion

The examination of these texts revealed to us that they are deficient and inexact. Women are excluded as individuals and as a force in history. Their accomplishments are downplayed and credited to men. A fallacious view of history is presented in all history instruction.

The effect of this on the student is maleficent. Students are robbed of an important part of their heritage. They are misinformed and misdirected. Female students have no role models or heroes to emulate. A sense of pride is denied them for they are not taught the contributions women have made to world development. Male and female students seeing ‘man’ as the achiever will continue to conclude that it is only man who can achieve.

Elizabeth Gould Davis has written:

“We must repudiate two thousand years of propaganda concerning the inferiority of women . . . *The time has come to put women back into the history books . . .*” (1)

Are we to assume the history books of the future will ignore Indira Gandhi,

Shirley Chisholm, Betty Friedan and Golda Meir? Will our Canadian texts ignore Flora MacDonald, Margaret Laurence or Judy LaMarsh? Dare we hope to see them there?

II CLASSICAL STUDIES

The classical studies courses are offered to give the student some insight into humanity's thinking past. The ancient Graeco-Roman civilization is studied through the eyes of the writers and philosophers of that time. The works studied include the writings of Homer, Plato, Euripides and various other literary persons. All are men.

Would this penetration into the socio-intellectual feelings of this era not be more extensive if the views from both sexes were studied? When only male-produced works are on the course, the outlook becomes very one sided. Young women and men are denied the full range of literature and thought of that time. This leaves the layperson as well as the history and philosophy student with the misconception that there were no female philosophers, when to the contrary, there were.

The most noted of the female philosophers of the Pythagorean school was a woman named Theano, who is assumed to be the wife of Pythagoras. Among her credits are the dedicated study of medicine, the arts of ethical living, physics and mathematics, hygiene, and the art of healing. She was also a writer on virtue and pioneered the study of child psychology and family upbringing. Her treatise on virtue contained the doctrine of "the Golden Mean" (1) which is considered a major contribution to the evolution of social philosophy. Several interesting letters remain under her name, though it is possible they were written by a female student of her school.

There was the poet Sappha, known today as Sappho. She lived in the sixth century B.C., which places her after Homer. She wrote poetic harmonies to be sung with an accompanying harp. Among the admirers of her work were Solon and Plato. Several pieces of her poetry, compiled from quotations from other works, still exist. Despite her rivals' efforts, Sappho has been honoured for her work for over two thousand years. Yet there seems to be no mention of her in the school courses.

A fascinating theory that could be incorporated into the classics courses is the one expounded by Samuel Butler. (2) He establishes to the satisfaction of many writers, including Elizabeth Gould Davis and Robert Graves, that Nausicca, a woman, rather than Homer wrote the *Odyssey*. Robert Graves states: ". . . no other alternative makes sense." (3) Although this idea of female authorship is very controversial, Butler's book could be part of the supplementary reading for the course as well as being a topic of discussion in the class.

Another great philosophical woman of this time was Diotima, the priestess of Mantinea, to whom Plato gives credit for instructing Socrates. Plato writes that she stated opinions on the nature, origin and objects of life. (4) Historian Mary Beard notes: "It is meaningful to the history of social thought that Plato repre-

sents a woman as competent to teach his own master initial elements of social philosophy." (5) Gilles Menage lists nearly a hundred more female philosophers of the Greek and Roman era in his *"Historia Mulierum Philosopharum"*.

As in other areas of human development, women have made significant contributions to philosophical thought and writing. The student must be encouraged to appreciate the responsibility women have for our contemporary thinking through the study of their literature, class discussion and directed supplementary reading.

III LATIN

Latin 52 & 53: Lingua Latina Volume 1

The texts used are designed to teach the student the rudiments of the Latin language. All female characters are portrayed as incompetent, obtuse and giddy, along with frequent disparaging references to them.

The main female characters are: IULIA, a girl who is always crying, firstly because her brother hits her, then because he tells her she is ugly. (p22, 48, 259) LYDIA, "a woman of the city" and the girlfriend of a runaway slave. Her behaviour is typified in her unreasonable desire for jewellery which her boyfriend cannot afford. She weeps. (p86) AMELIA, a mother who is incapable of handling her own children and must call upon her husband to discipline them. He loves her, however, because "she is beautiful". (p227) SYRA, an old and ugly slave, whose large nose is farcical. One question asked, obviously rhetorical, is "Is Syra a pretty woman?" (p44)

Reinforcing the negative image of women presented in these texts are the statements about the female sex:

"It is more difficult to deceive a man than a woman." (p258)

"Are your children being neglected? Certainly it is the job of the mother to take care of the children". (p337)

The impact of this sexism on the minds of students is especially strong as the language is one of translation. The students concentrate on the words and their exact meanings and consequently are more receptive to the messages about women. The illustrations, in which men appear four times as often, reiterate the cruel stereotypes. Are there not more effective materials through which to teach a language?

IV ENGLISH

The English courses are designed to:

"... enable the student to use *his* language with ease, grace and accuracy so that *he* may communicate more effectively with others, and to develop the student's powers of perception, *his* imagination, and *his* understanding through a study of the great works of literature." (Entry in our school calendar.)

Unfortunately, the female student's powers of perception, her imagination and her understanding are not given the same opportunity to develop. There is both a shortage of female protagonists and female authors in these courses. (Appendix B)

Grade 9

In our school the grade nine English course consists of the study of the short story, poetry, novels and a Shakespearean play.

Seven short stories are studied during the year. (1) All are male authored and only one, "The Necklace" has a female protagonist. She is obsessed with wealth and social climbing while her husband is quiet, honest and responsible. It is her greed that eventually ruins them both. Two of the other stories have secondary female characters. "Blackwater Pot" has a little girl saving a man's life. In "The Monkey's Paw" a wife who is emotional and unintelligent is unable to cope with the death of her son, as can her husband. In all of the short stories there are only three female characters of note: one is rapacious, one is unstable, the other is only a child.

The selection of poetry on the course is nearly 90% male-authored; only two are written by women. (2)

Four novels and *The Merchant of Venice* are studied. Of these, *To Kill A Mockingbird* presents perhaps the most positive female character, Scout Finch is a sensitive, compassionate, precocious girl. The other characters in the book however try to mold and change her into a "lady". The four other pieces of literature, with the exception of the androcentric novel *Moonfleet*, have prominent female characters who are, on the whole, more creative and original than those in the short stories. However, they share one common goal: marriage. In *Great Expectations* we see Miss Havisham leading a life of seclusion, mourning her unfaithful bridegroom. Estella leads an unhappy life marrying a cruel boor rather than Pip. In *Cue for Treason*, Kit, though brave and inventive throughout the book, marries and settles down to watch her own sons climb trees. In Shakespeare's *Merchant of Venice* Portia is discerning and imaginative, but all her talents are concentrated on getting herself happily married to Bassanio. As one can see, in these books the female characters think only of marriage. In the event that this does not occur, life is miserable, e.g. Miss Havisham in *Great Expectations*.

Grade 10

Grade ten English is a continuation of the grade nine literary themes with greater emphasis on short stories.

This course is extremely unfair to women; there are virtually no admirable female characters. Of the six short stories studied, (3) only one is female centered and authored. The male occupations of the protagonists in these stories are those of a detective, hunter, farmer and clerk, while the lone female protagonist is a small girl. Kezia is a 'nice' child but the girls with whom she associates are supercilious and shallow.

This course also devotes some time to poetry. Of the twenty-one poems studied (4) none are written by women and only four poems are female oriented. One of these, "La Belle Dame Sans Merci" presents a beautiful, mysterious woman as a

powerful and destructive force on a poor, unsuspecting man. In another “In Westminster Abbey”, the woman is a self-centered hypocrite who says in the final words of her prayer:

“And now dear Lord I cannot wait,
Because I have a luncheon date.” (5)

Each of these two poems teaches the reader lessons that should not and need not be learned. The first is that a beautiful woman represents evil and destruction, the second is that upperclass women are superficial and selfish.

The three compulsory novels in the course are androcentric. The first, *Animal Farm*, has a definite lack of female characters. The only one worth notice is a horse named Molly who is dull-witted and disloyal. She is bribed by the enemy with a ribbon and quickly disappears from the story. The second book, *Huckleberry Finn*, is consistent in its representation of female characters. They are all prim, proper and quite dull. *The Loneliness of the Long Distance Runner* is without female protagonists. The only exception is *Romeo and Juliet*, in which the males and females are of equal importance.

One wonders with whom the female student is expected to identify and how she can relate to woman portrayed as destructive, stupid and dull.

The student learns the four major conflicts in life as being: man against man, man against nature, man against himself, and man against society. This presents a problem in the rare event that the main character is female. One teacher tried to overcome the problem by writing “man against herself”. This kind of ludicrous situation would be avoided by the use of the term ‘person’ or ‘humanity’ in place of ‘man’.

Grade 11

Grade eleven English includes novels, poems, and a Shakespearean play. These three parts of the course are distinctly male oriented in content, authorship and attitude.

The play *Macbeth* is taught in a truly masculist manner. In some cases Lady Macbeth is portrayed by some teachers as an aggressive, masculine and therefore unnatural woman. Little is taught about her strength of character and tremendous love for her husband. It is not until she has her nervous breakdown that the teacher and class decide they can accept and like her. Some student and teacher comments on this point are to the effect that she is now normal, and she seems more feminine. This kind of representation is slanted; often it will cause the student to harbour a prejudice against other women of a strong character.

Next on the course is the male authored and male centered novel, *The Apprenticeship of Duddy Kravitz*. In this story a woman in a secondary role is needed to enhance the protagonist’s selfish egocentric personality. A self-sacrificing mother figure is found in Duddy’s girlfriend Yvette. Though she is kind and perceptive, we see her only in relation to Duddy; she has no life of her own.

Either *Wuthering Heights* or *A Tale of Two Cities* is taught during the winter term, depending on the individual teacher’s preference. In *Wuthering Heights*

Catherine and Heathcliff are well balanced characters. *A Tale of Two Cities*, however, has Madame Defarge as a symbol of evil. The other characters in the book lack depth and are judged on the basis of their physical appearance.

Other parts of the course are devoted to *A Man For All Seasons* and *Sunshine Sketches of a Little Town* both of which are male oriented. The latter book discusses women with reference to teaching, working at the telephone exchange, being a housewife, and as being 'available girls'. One woman is included on the same terms as the family dog. (6) The importance of females is shown in this line: "There were no boys present but in Mariposa all Important speeches are addressed to an imaginary audience of boys." (7)

The Journals of Susanna Moodie in the poetry section, is one of the few pieces of literature studied that provides an example of a courageous and resourceful woman. The other poems on the course total twenty-four, of which only five are female authored. (8) One of these is both sexist and racist; "The Negress" depicts a tall black girl walking through the white part of town:

"Round hips swaying
And big eyes bright—
She moved as freely,
She stepped as light
As though about her
The jungle loomed
And the witchbones clattered
And the tomtoms boomed." (9)

Is it fair to present the only black person on the course in the context of the jungle and "booming tomtoms"?

Grade 12

The grade twelve English course is "designed to guide the senior student towards a mature insight into the nature of twentieth-century man." (entry in our school calendar) This underlying philosophy is an accurate summation of the course, as there is very little insight gained into the nature of twentieth-century woman.

At the beginning of the school year, the student studies short stories. (10) The selection of stories is well chosen, both in the literary sense and in the equal balance between male and female protagonists. Three of the eight stories studied are written by women.

After the initial promise of the short story unit, the course quickly regresses into a plethora of male centered, male authored plays and novels. The one poem that is studied "The Rime of the Ancient Mariner", is androcentric in both content and authorship. Out of the eleven books studied, only one, *The Stone Angel* is written by a woman, and only two, *Hedda Gabler* and *The Stone Angel* have female protagonists.

The male-centered books do not give a favourable impression of women. Fitzgerald's Daisy, in *The Great Gatsby*, is a thoughtless and careless person. *The Glass Menagerie* shows both Amanda and Laura unable to face reality, living in a fantasy world. In *Death of a Salesman*, Willy's wife Linda, has no life of her own and

exists to make him happy. She fails. *Brave New World* and *Dr. Faustus* treat women as sex-objects. *Lord of the Flies* has no female characters. *Heart of Darkness* uses women as symbols: "In the outer room the two women knitted black wool." (11) These women are portrayed as evil harbingers of fate. *The Catcher In The Rye* is the only androcentric novel to have a female character with brains and independence. It is Phoebe, who Holden describes as being "really smart"; however, another prominent female character of Holden's age is insensitive and vain. In *The Little Prince*, a flower, female, is narcissistic and coquettish. How can a girl or boy find any of these women admirable? These books portray women as frivolous, thoughtless, unable to face reality, dependent, evil, vain, and as failures and sex objects. None constitute ideal role models.

The two redeeming books studied are *Hedda Gabbler* and *The Stone Angel*. One wonders whether these are merely token attempts to exonerate the sins of the other books. *Hedda Gabbler* is interpreted well, as the teacher points out that Hedda is bound in by tradition even though her image is that of a liberated woman. Thea is shown to be a courageous woman, having left her husband. In *The Stone Angel*, Hagar was portrayed by some teachers as an unresponsive person blind to the feelings of others. While these protagonists may not be ideal, they are a more positive representation of women than in the aforementioned books.

Grade 13

The grade thirteen course is virtually lacking in woman authors and protagonists. The course can be considered in three units: novels and plays, poetry, and short stories.

The novels and plays on the course are all male-authored. *Passage to India* has prominent female characters which contrasts sharply with *Waiting for Godot* which has none. *Hamlet* has female characters but there is a prevalence of misogyny as seen in lines such as "frailty, thy name is woman". The worst is the inclusion of *Portrait of the Artist As a Young Man*. How can one reasonably expect a young woman to relate to Stephen's activities such as visits to prostitutes? Are young women expected to identify with the prostitutes?

The poetry section is better than the novels and plays in the sense that there is some representation of women. The introduction to *An Anthology of Verse*, reads as follows:

"The selection of poems provides a careful balance of British, American and Canadian authors, from the early periods of literature to the present day." (12)

It is curious to describe a balance as 'careful' when almost 85% of the poets are male. Of the remaining 15%, a third are anonymous. The ratio worsens in the actual core poems studied in the course, of which over 90% of the poems are male authored. (13)

The English Department's selection of short stories comes from a collection entitled, *Man and His World*. Of the twelve stories studied, (14) eleven are not only by men, they are about men. The token story about women is also written by a woman ("Some of My Best Friends . . .", Phyllis McGinley). Part of it reads:

“A woman in three-inch heels, with a tote bag weighing forty pounds on her arm as a handicap, can outwalk a man on a shopping expedition any day — and outdance him again at night . . . That is why we number so few geniuses among us . . . If women took over, we might find ourselves thrashing around in the very masculine morasses we have so far managed to avoid.” (15)

As well as being of dubious literary merit, this story is a disgusting and insulting study of woman. Nor do the stories by men feature female characters in a favourable light. It is however the question section at the end of each story where the bias is most evident. For example:

“Sarcasm is a broad form of irony. We say ‘What a lovely disposition she has’ about the young lady who has just thrown another temper tantrum.” (16)

It is entirely in context that the English student in our school finishes the fifth year of her/his studies in literature in a sexist flourish!

Conclusion

A person taking any of the English courses is left with the impression that women are mendacious, destructive, gullible, dependent and useless failures who live vicariously through men. Why?

V FRENCH

Introduction

The pattern of discrimination against women is repeated in the French textbooks.

Grade 9 & 10 Le Francais International

This text, used in Grades 9 and 10, concentrates on the teaching of the fundamental aspects of the language. The basic level of learning combined with a small vocabulary and reasonably simple dialogues results in a comparatively unbiased book. Although the male and female characters number approximately the same there is a certain amount of stereotyping. Some female characters are depicted as almost incredibly helpless and unthinking; naturally, they have to turn to a male for assistance. For example:

- Mme. Dufy and her eighteen year old daughter, Suzanne, neither of whom appear able to drive, must find someone (male) to give them a ride. (p243)
- A woman who can drive, gets lost and must turn to a passerby (male) for assistance (p242)
- Mme. Sequin can't tell the difference between running out of gas and having a flat tire. She turns to her husband (male) for advice. (p248)

Note In our view this is the *least* sexist French textbook.

Grade 11 Panorama Canada

Panorama Canada, this Grade eleven French Text generally excludes women, but when they appear they are capricious, irresponsible and self-centered. Further, there are statements throughout the text that mock and shame the female sex. While the males are portrayed very prominently in this text, it should perhaps be

noted that they are subject to a parallel form of stereotyping. An example of sexism is seen in the tale of Peter Cummings and His French Club, a story that is used in the first six lessons of the book. Peter is creator and president of a French Club. Female members have no major function aside from comic relief. Other women are portrayed in a worse fashion, as when the Club receives a letter from another group which discusses the tourist attractions in Quebec in the usual sexist, stereotyped fashion:

“We also have the lower city and the upper city, the ferry to Levy, the Chateau Frontenac, and the carriages . . . We have many excellent restaurants and there is no lack of beautiful girls.” (p7)

It is apparent that the text views women as objects who serve as part of the scenery in Quebec.

A typical female character is Paulette, who goes to a party. Her boyfriend notices her interest in someone else and comments:

“. . . that guy has a motorcycle, pretends to be tough, has hair styled like that of an Indian and that is sufficient to seduce* Paulette.” (p73)

* seduce — alternate translation: charm?

In the “Writers’ Corner, “where the student is expected to write a composition, another frivolous woman is seen in the cliché of the wife who keeps her husband waiting while she gets ready to go to a show with him:

“Imagine a conversation between a man and his wife. The man is dressed and ready to go out. His wife has not finished putting on her make-up. He is impatient because they are going to be late for the show.” (p125)

The text suggests that the student employ such phrases and words such as “false eyelashes,” or “wig.” Given the richness of the French language, and the wide range of human experience, this exercise seems frivolous and a waste of the students’ time.

As if this exercise were not sufficient, it is immediately followed by a monologue, delivered by a girl in the process of spending an hour and a half getting ready for her date. This monologue reads in part:

“[What shall I wear] The red dress? No, I have already worn it too frequently. And Eric finds it too long . . . a small amount to conceal my freckles. Eric loves my freckles but I find that I have too many . . . A bit of rouge. Not too much.” (p125)

Perhaps the clearest instance of patronising sexism is found in the description of a singer as “a cute little woman” (p109). None of the women in this book are shown as having any importance aside from being pleasant to look at. This objectification is unnecessary, as are the insulting situations in which women are featured. This is unfair to both male and female students as it gives them a false expectation of the role and character of women.

Grade 12 Panorama Canada 2

Panorama Canada 2 is much like the preceding texts. One could assume from reading this book that women are capable of very little. In virtually every instance, women are presented as overly emotional and dependent. This is particularly well illustrated in the story of the daughter who has run away from home. (p75) Her father is cool, calm and collected; her mother is in hysterics and on tranquilizers.

This kind of stereotype is further reflected by quotations such as:

“She had fallen upon her arms and was crying.” (p79)

“She is lucky he was there to save her.” (p89)

“She is lucky to have a husband who can look after her.” (p203)

Men as well as women are hurt by these statements. The male student is led to have an unrealistic image of ‘masculinity’ and as a result, may learn he must always overachieve.

This book presents a similar, strange view of male/female relationships. Some random examples:

“Once a man discovers mystery in a woman he runs the risk of falling into a state of love.” (p182)

“You seem happier after sitting near that handsome young boy.” (p38)

“The Morse girl finally got married.” (p13)

“‘It is necessary that I conquer that impudent beauty.’ he said to himself.” (p195) The speaker is male; the “beauty” is not a horse. It is a woman.

“I was not at all dressed for the theatre. My feminine dignity was so seriously injured that I began to show my bad humour.” (p171)

“All women worthy of the name enjoy a little mystery in their lives. I have a feeling you don’t understand the weaker sex, my boy.” (p15)

In sum, it is not clear that the authors have any concept of “feminine dignity” or “women worthy of the name.”

Supplementary Reading

The supplementary reading on the French course follows the trend established by the textbooks. Women consistently receive unjust treatment through stereotyping. One example of this unfairness can be seen in *Les Duval*. Marie, twelve, is frightened when her younger brother, Paul, pretends to be a ghost. Later she is afraid to get into a swimming pool, although Paul jumps in immediately. A further example of stereotyping is evident in another scene in which Marie is scolded by her mother for breaking a dish while her brother gets in trouble for hitting a neighbour with a football. Marie and her mother are shown discussing knitting and making dinner. An aunt is mean and stingy, an uncle is kind, generous and jolly. A further negative presentation of women is seen in *The Visit of Great-Aunt Leonie*. She is a rich and nasty spinster who always dresses in black and never smiles. Everyone, including the family dog is happy to see her go.

Injustice also appears in the plots. A girl, Denise, lags behind in a walk as she cannot keep up with the boys. Consequently her brother Jacques is forced to wait behind with her. When a burglar comes by and threatens them, Denise squirts him in the eye with her water pistol and runs to get help. However, when she returns with a policeman and the burglar is apprehended, it is Jacques who is the hero. Denise is given no credit for saving them both; the story is even called *Jacques and the Burglar*. This book seems to prefer false heroes to real heroines. Some titles such as *The Treasure of Rommel* have no female characters; many, such as *The Decanter of Water* and *Traces in the Snow* have only minor female characters who play secondary roles.

Nightingale in a Cage is the story of a group of children who discover a treasure in the house of a Prince. He decides to reward them by paying for their college education. Unfortunately this only applies to the male children; a girl who has played a prominent role in the discovery of the treasure is given only the promise that she may someday marry the grandson of the Prince.

The most offensive story is excerpted from *The Adventures of Colonel Bramble* and concerns an English hunter in India. One night he is begged by a villager to kill a bear that is thought to be in a tree. The hunter complies only to find that the 'bear' is really the man's wife. As a penalty for wife-killing he is forced to pay the villager two pounds. This story spreads around India and every time the hunter enters a new village he is met by men running out of the village calling "There's a bear in the tree." The final line of the story reads, "And I don't have to tell you where the men in India have put their wives." Needless to say the supplementary reading selections are misogynous and strongly lacking in taste.

Conclusion

The most pitiful aspect of the French instruction is that the teaching materials must rely on humiliating clichés and hackneyed stereotypes to teach the language. It is disappointing that texts published as recently as 1974, and that the supplementary reading chosen by the French department contains such misrepresentations of women and men. The lessons taught by these learning materials are certainly not conducive to the goal of mutual respect and understanding among people.

VI SCIENCE

In the science courses, Biology, Chemistry and Physics, many different texts and lab guides are used. To analyse these books, quotations were taken and ordered into different categories. The main fault of these texts lies in the perpetual use of "man" and the masculine pronouns as generic terms. Moreover, the people portrayed in illustrations are mainly male.

Some examples of this overuse of the generic term are seen in the following quotations.

"Man's use of water" (1)

"The Evolution of Man" (2)

"Excretion in Man" (3)

A statement that boggles the reader's mind with the full extent of its implications is:

"Within the last two million years *he* has reached the stage at which *he* could be called *man* in the full sense of the term." (4)

This leaves endless questions in the mind but the most obvious one is . . . What is the full sense of the term?

The constant use of statements such as the last one leaves the female and male reader with the misconception that women had very little, if anything, to do with the progress of humanity in intellectual, physical, emotional, artistic and technological pursuits.

A certain amount of stereotyping occurs in this text as the only female occupation is that of a housewife. The use of the masculine pronouns leads one to believe that men hold all the other jobs.

"The engineer finds *his* interest . . ." (5)

". . . weather forecaster . . . nods as if *he* had been expecting the storm." (6)

"The storekeeper might be taken aback — or *he* might reply . . ." (7)

"A scientist is a person who has made curiosity *his* profession . . ." (8)

The female finds no role models to emulate in these books. Both male and female students are conditioned to associate certain jobs with a specific sex. If "she" and "her" were used in the generic sense would males identify?

When a chemist asks an important question, one whose answer gives her new information, she must devise her own experiments and her own equipment.

Another interesting but perplexing form of sentence is one which seems to be intended as unbiased but is clouded with generic terms.

". . . student . . . Furthermore, *he* sees that physics is a developing subject, and that this development is the imaginative work of men and *women like him*." (9)

"Fourth and finally, *man's* cultural evolution has been determined in large part by the ability of some *men* and *women* to look ahead and foresee a better world than the one in which they have lived.

This quality of foresight is uniquely human: no other animal has it.

We must admit, sadly, that far too few *men* possess this quality." (10)

The result of this kind of passage is puzzlement.

A blatantly offending statement was found, one in which the implications were stultifying to the reader. In this passage the student is being directed towards various sources of information.

"Your mother, as another source, can probably answer your questions about dinner, but may not be able to help you with your homework." (11)

This statement is unfounded and unscientific and has no place in books purporting to state facts. Not only does this vilification make the average female feel inadequate, but it assures the male that she is!

The following refreshing instance of non-sexist writing is all too infrequent:

“So the subject grows . . . New parts will be started and completed by the men and women of your generation . . .” (12)

This type of writing is imperative for the development of the female’s understanding that she is a part of it all. She does hold an important place in all channels of humanity’s achievements. Moreover, she will hold an even greater place in the achievement of future goals.

VII GUIDANCE

This is probably the most difficult and precarious area in which to research, because most of the work done in guidance is on a one-to-one basis. All records of a student’s dealing with the Guidance department are kept strictly confidential and are open only to the student, the parents, the guidance counsellor and the principal. It is for this reason that we have had to rely on guidance materials that are available from the display rack. These materials take form as booklets and pamphlets, and they deal mostly with university enrolment, higher education in general, the various government pamphlets discussing prospects in the work force and civil service, as well as socio-intellectual development.

There are three basic ways that sexism infiltrates into this literature. These are:

- 1) Sexism in language — the constant use of “he” or “his” when describing “the student”.
- 2) Stereotyping and streaming — whereby students are expected to follow the traditional sex roles and male/female occupations.
- 3) Blatant sexism — this is not difficult to detect. It is an offensive and inaccurate remark degrading to both sexes, although women by and large feel the blunt end more than men.

1. Sexism in Language

This is the most obvious and frequent form of sexism in printed matter. One who is not familiar with the psychological implications for a young person being conditioned in this way dismisses any criticism of this as nit-picking. But imagine a young woman reading about herself in the following pamphlet:

“On request, a student may be exempted from taking any course providing a) *he* demonstrates *he* has standing in a course deemed equivalent by the instructor in consultation with the program, and b) *he* elects an alternative diploma course.” (1)

The existence of the young women is denied by this pamphlet. The following example:

“This allows a student to enter the college in a particular career field, and allows *him* one year to evaluate *his* choice and either retain *his* original selections or transfer to another program.” (2)

It seems to deny her the privileges allotted to her male counterparts. This use is repeated throughout all guidance literature.

2. Stereotyping and Streaming

Sexual stereotyping and streaming in the classification of occupations as “male” or “female” and the restrictions thereof. A male is allowed to become a doctor or a dentist, but a government pamphlet leaves women as registered nurses or dental hygienists. (3) The cover of a guidance pamphlet, now slightly dated, depicts a young boy toying with a chemistry set while a young girl sits at a typewriter. (4) Each has an image representing his or her aspirations above his or her head: he to be a chemist, she to be a secretary. Surely, the guidance department can avail itself of more current vocational information.

Technological training schools have no mention of women in any of their books. In one pamphlet, 100% of the pictures were of men. (5)

3. Blatant Sexism

Ironically enough, the government publications are the most guilty of this. A typical quotation is:

“Most of us, it has been proven, use only about 25% of our ability. It is the rare man who uses up to 50%.” (6)

The writers of government publications are seemingly not in either grouping.

VIII PHYSICAL EDUCATION

One textbook suggests “Body Building for Boys” and “Figure Improvement for Girls”. (1) Though not stated, this attitude seems to be the motto of the Physical Education departments. To achieve this, the girls are given less space and money than the boys. The Physical Education program will be examined in two major areas: the health program and the actual activities that take place.

Health Textbooks

The health program at our school is determined mainly by the textbooks used.

The Understand Health series (Prentice-Hall) and *Concepts in Health 3* (Longmans) are used by both sexes. Do these books take this into account? Whenever a person or occupation is mentioned, the person is referred to as “he”. Examples are:

“Although a teen-ager continually takes small steps toward total independence, *he* understandably lacks the confidence to stand by *himself* on *his* own merits.” (2)

or, “In the second stage [of labour], the actual birth of the baby occurs and *he* emerges usually head first . . .” (3)

or, “Even when a person feels perfectly healthy, *he* should make a practice of having an annual physical check-up conducted by *his* family doctor.” (4)

In the same book, doctors are referred to as he, and there is even an eight page colour section on the visit of a male person to a male doctor. One may argue that “he” is used in the generic sense, but when combined with the pictures, a distinctly masculine image emerges. Most of the pictures portray men (Appendix A) and the men are the doctors and teachers, while the women are nurses or mothers.

The exclusive use of "he" can make one wonder about what happens in the female case. An example is shown below:

"The adolescent also finds *himself* aware of the opposite sex; in other words, *he* feels the influence of the sex drive." (5)

It seems that the authors are unaware that females also have a sex drive.

An indication that the textbooks are not using "he" or "man" in the generic sense is found in this quotation:

"Cigarette smoking is a cause of lung cancer in men. This is probably true for women as well." (6)

This also implies that women are a totally separate species, and that research on them is secondary to research on men. None of the books make mention of the female external genitalia with its importance in the sex drive. Menstruation is another area in which there is false information. For example, a girl should avoid "becoming chilled — for instance, by swimming in cold water". On cleanliness during menstruation the word is:

"Cleanliness and attention to grooming are particularly important at this time." (7)

This states that women are unclean at this time, and by implication, that menstruation itself is unclean.

Actual differences are overemphasized. The boy is referred to as manly, the girl as graceful. For example:

". . . girls want to be attractive and boys want to appear manly." (8)

"The firmness of muscle and absence of excess fat make a boy appear strong and masculine, and a girl graceful and attractive." (9)

In talking about exercising, a book suggests, "weight control programs for girls, and weight training for boys." (10)

Exercise brings out strength and masculinity for boys, and a slim, attractive figure for girls. Clearly there is a double standard here; surely exercise also brings out strength in girls and attractiveness in boys.

Unlike other textbooks such as history texts which ignore women, the health texts include them. Unfortunately, the women are portrayed in the standard stereotypes. For example:

"Moreover, a boy may acquire skills that he will use in the future if he assists his father with carpentry, painting, gardening, etc. The girl who acquires skills associated with housekeeping, sewing and cooking will find these invaluable in the future." (11)

In this we see the traditional roles being reinforced and encouraged. When talking about a mother raising a family by herself, a book says:

"A daughter may quite *naturally* be expected to be of considerable help around the home." (12)

What about the son? In another book, talking about menopause, it says:

“As a woman realizes that her childbearing potential has come to an end, she may become concerned about her feminine role . . . Her husband and children can help by recognizing her importance in the family and by seeing that she gets a break from household chores once in a while.” (13)

The book implies that her importance in the family is doing household chores.

The health books are clearly not equally directed to both sexes. There is no better example than this:

“However, before it [marriage] is reached it is desirable that each individual —

1. learns to understand and accept *his* role as a male or female.
2. learns to get along with other people of *his* own and the opposite sex.” (14)

Aside from a certain lack of logic in phrases such as “his role as a female”, there are de-humanizing ideas involved. Accepting a “feminine” or “masculine” role is to don a strait-jacket as it means perpetuating the injustices of the past without considering that there are better alternatives for the future for both sexes.

Activities

The activities in the Physical Education program continue the blatant sexism at our school. This is most evident through the allocation of space, money, and the actual sports and exercises that take place in the regular grades 9-11 program. Extracurricular activities will be discussed in a later section.

To understand the degree of bias, one must first look at the enrolment figures over the past four years. The figures have been consistent and the average is as follows:

	Boys	Girls
Total Enrolment	556	664
Enrolled in Phys-Ed	344 (61.9%)	419 (63.1%)

As a result of this, we believe that the only way to make an accurate assessment is through the space and money available per girl or boy taking Physical Education.

Space Allocation

Boys, in our school, enjoy 8542 sq. feet of space for phys-ed activities or 24.8 sq. feet/boy, while the girls are allotted a meagre 4903 sq. feet, or 11.7 sq feet/girl. It is readily apparent that a boy receives over twice as much space as a girl. The following chart documents this more clearly.

Space Allocation in the Physical Education Department in Sq. Feet

	Boys Area	P/C*	Girls Area	P/C*
Dressing Rooms				
in Pool area	549	1.6	606	1.4
in Gym area	903	2.6	677	1.6
Showers	319	0.9	88	0.2
Team Rooms				
Junior	448			
Senior	364			
Recreation Room	899			
Instructor Space				
in Pool area	192		152	
in Office area	301		none	
in Gym area	174		161	
Apparatus Storage	453		367	
Gymnasium	3940	11.5	2852	6.8
TOTAL	8542	24.8	4903	11.7

*P/C is square feet per capita

Money Allocation

There are two sources of funds for the Physical Education departments: the allotment from the Board of Education and that from the Student Council.

The Board of Education allotment is divided into two separate parts: one for the girls and the other for the boys. The division is made by the principal in consultation with the heads of the respective departments. Over the past three years, the boys have received four times as much money as the girls on a per-capita basis. The chart below illustrates this.

Board of Education Grants for Athletics (Administered by the School)

Year	Total	BOYS			GIRLS		
		Amount	%	P/C	Amount	%	P/C
1973-74	\$2600.00	\$2000.00	76.9	\$6.01	\$600.00	23.1	\$1.51
1974-75	\$2600.00	\$2000.00	76.9	\$5.90	\$600.00	23.1	\$1.37
1975-76	\$3350.00	\$2550.00	76.1	\$7.20	\$800.00	23.9	\$1.79
average	\$2850.00	\$2183.33	76.6	\$6.38	\$666.66	23.4	\$1.56

The other source of money is from the Activity Fee collected from the students and administered by the Student Council. This is supposed to be used for extra-curricular activities only. In the fall of 1975, for the first time in the history of the school, the Student Council Executive voted to give the much needed funds in equal grants to boys' and girls' athletics. Senior administration in the school

urged the Executive to reconsider its decision. This lobbying was successful, and as a result the girls ended up with six-sevenths of what the boys received, that is \$350 less than the boys. The Executive then made an effort to redeem its retreat by stating that the Student Council should in future move towards parity of funding for both girls' and boys' athletics. Nevertheless, this was a significant improvement over the past. Previously, the girls were receiving only 42% of what the boys were receiving on a per-capita basis. They are presently receiving 69% of what the boys receive, again on a per-capita basis.

The combination of these two monetary sources provides the boys with considerably more money than the girls. If you break it down to actual funding, just over 100 boys, namely the football and hockey teams, acquire almost 30% of the total funding in the athletic departments. Is this fair when almost 55% of the school's population is female? Does this really meet the aims and objectives of a physical education program in a high school?

Sports and Exercises

The grade 9 course is described as:

"A general course to help students to utilize their individual physical abilities in such areas as aquatics, games, gymnastics, dance (girls), wrestling (boys)"" (school calendar)

This is also the core of the course in grades 10 and 11, and a continuation of the philosophy of making girls "graceful and attractive" and making the boys "strong and masculine". Theory becomes practice.

A girl saw some boys pole-vaulting, and thinking it looked like fun, asked her female teacher whether she could try it. The teacher replied that it was bad for her health, instead of directing her to a teacher who had experience in teaching pole-vaulting.

The co-educational grade 12 program also contains instances of discrimination. When some girls attempted to play football against the boys, the girls had difficulty as they did not know the rules. When the male teacher was asked to explain the rules, he procrastinated: the girls' attempts were only semi-successful in the absence of the vital information.

The argument that boys need more space than girls because of "strength and masculinity" is fallacious, as it does not take into account that girls need as much room as boys to develop their physical ability. This argument only aggravates the situation by not allowing the girls to develop their potential. In effect, a circular situation is created as the proponents of this argument can justify the lack of space by observing that the girls do not develop their physical ability as fully as the boys.

The most damning indictment of the failure of the girls' program comes from a girl who said, "We aren't pushed as hard as the boys. We can slack off more. How can they expect us to be in as good shape as the boys when we don't have as good training?"

Extra-Curricular Activities

This is the area where some progress is being made. The progress is two-fold: the increased amount of money available to the girls as earlier mentioned, and the girls gaining access to some of the boys' facilities. This access is only for competitive sports, and only applies before school when there is less time available.

Larger facilities and preferred times are granted to the boys' teams. The limited access program is an improvement over the past, but it still evidences singular bias; the sharing of the gyms is not quite as fair as it seems.

Some situations never change at our school. The cheerleaders are still sexually exploited, since they are chosen in much the same way as beauty queens. The cheerleaders receive partial financial support from the girls' athletic organization, but the girls' teams derive no benefit from them.

Our Perceptions of Some Teacher Attitudes

Teachers have an important influence in the health program, as they teach or pass on their own attitudes to the students.

Some of the more interesting attitudes emerge in the girls' health program. Girls are taught that it's unnatural to have hair in their armpits. Extreme cleanliness is also emphasized, leading to girls thinking of themselves as plastic Barbie dolls. Aside from the obvious benefits to the deodorant industry, one wonders why the teachers overemphasize cleanliness to such a degree for girls. "There is a mean between the charm of a halfcured goatskin and the glabrous odourless body of the feminine toy, which is the body cared for and kept reasonably clean, the body desirable, whether it be male or female". (15)

The moral aspects of reproduction depend on the instructor and his/her attitudes. Students do not need to be alienated by a female teacher who states that girls should be virgins until marriage. The male instructors tend not to take a moral stand on sex before marriage — it is generally understood that boys need practise before they get married (to virgins). Birth control is another area in which the instructor's attitudes play an important part. It is our impression that girls are told that birth control is their sole responsibility. The boys' lack of responsibility cannot merely be explained by a paucity of knowledge but rather because boys are not taught that they are equally responsible.

Grade 9 girls were told about a "Two Year Plan" to get a boyfriend; this involves going to dances and football games. This "catch a man" philosophy conveys the idea that having a boyfriend is a major goal in high school, rather than one of the social aspects of adolescent life. This ridiculous philosophy can persuade a girl not to develop her full potential. Recent studies have shown that this goal is used as a surrogate to success (16). A girl's needs are not being met when she is overly encouraged to have a boyfriend without due consideration to other, more long-term goals.

Conclusion

The Physical Education program in our school polarizes the sexes into two groups; one "graceful and attractive", the other "strong and masculine". Which of these

interpretations implies passivity, and which activity? This classification of the sexes concurs with the "anatomy is destiny" theory with all of its confining implications. These stereotypes are an incarcerating influence to both sexes as they do not encourage or allow all individuals to develop to the best of their abilities. The Physical Education program has succeeded in establishing a textbook example of sexual discrimination.

IX COURSES OF STUDY 1975/76

There is an amazing amount of sexism in the language of our school calendar, mostly through the use and abuse of the generic terms "he", "his", and "man". The following examples speak for themselves:

"Individual timetabling to allow tailoring of a student's program to *his* own requirements."

". . . which allows *him* to select that group of subjects most suitable to *his* needs and goals. *His* classes may vary in composition and *he* is exposed to greater contact with more of *his* peers."

"The student must ensure that *he* has prepared *himself* by having . . ."

The problem is made worse by the appearance of such course titles as:

"*Man* in Society"

"*Man's* search for reality"

"Politics, *Man* and Society"

"*Man* and *His* Media"

A quotation from the history section states:

"Of all the creatures *man* is the only one with an interest in the past."

The effect of this generic usage has been recognized for years. L.T. White* wrote nearly two decades ago:

"The penetration of this habit of language into the minds . . . of women is more damaging than most people . . . recognize for it implies that personality is really a male attribute and that women are a human subspecies."

* quoted in Ms. Magazine — p9 Vol. I
No. 1 spring 1972

The school calendar denies the existence of the greater portion of the school body, while the guidance department materials do not inform the students about the real world in which they will be working.

The conclusion has to be that our school either deliberately sets out to strait-jacket its students, or that it is so turned in on itself that it is entirely unaware of the changing world.

Avowedly, the school's function is to ready students for the future. The paradox is maddening. The prospects are frightening.

X CONCLUSION

In a memorandum dated October 2, 1974, G.H. Waldrum, Deputy Minister of Education for Ontario stated:

“Our education system has always prided itself on offering equal opportunities to all students.”

This study seems to demonstrate that Mr. Waldrum’s statement has yet to reach the secondary school. The repetitiveness of the findings was deliberately retained in the report so that the reader could experience the numbing impact of the sexist high school curriculum. A young woman in high school studies man, *his* past, *his* present, and *his* future. She is an alien, studying a foreign culture, and learning masculist values that have little to do with the life she will follow. She has no conception of herself as a ‘person’; his greatness dwarfs her. The very few women she encounters in her studies are impotent, highly valued for their physical attractiveness and grudgingly acknowledged for their procreative function. She is reminded of her supposed inferiority again and again until she begins to accept it as true.

How can a young woman develop into the fullness of personhood when she has learned to perceive herself as a member of a human subspecies? Moreover, everything she does in the future will be prefaced with that hyphenization of inferiority, female.

The male student acquires this same misconception of women as lesser beings. At the same time he internalises the theory of “the great man” and is then compelled to have expectations of ‘masculinity’ that are impossible, or very costly to fulfill.

Our school is not unique. The problems discussed in this report can be found in any high school. Students are frustrated and understandably so. We are caught between anguish and conformity. We want to learn without being insulted and without being deceived.

— Is anybody out there listening?

FOOTNOTES

Introduction

(1) Stacey, Judith (ed.). And Jill Came Tumbling After, 29

History

The British Epic

(1) 14, 15-20 and 25

(2) Martia developed the “Martian Statutes”, a millenium before Alfred the Great’s reign. One of the statutes was the right to trial by jury. It is ironic that something designed by a woman has been denied to women almost since its beginning.

Davis, Elizabeth Gould. *The First Sex*, 278, 279

- (3) Aethelflaed was daughter of Alfred the Great, and she was bequeathed the kingdom of Mercia. She perpetuated the laws of Martia. The Anglo Saxon chronicle credits her with building nearly a score of towns, of planning military excursions and of winning back from the Danes Leicester, Darby, and York – “by persuasion rather than force”.
Ibid., 278, 279
- (4) Matilda was daughter of Malcolm and Margaret the Aetheling. She married Henry I, if he promised to “restore to the English nation their ancient laws and privileges”. It was through her influence that Henry granted the charter that formed the model and precedent of the Magna Carta.
Ibid., 278, 289
- (5) William Wotton wrote in 1697, “there are no accounts in history of so many truly great women in any one as are to be found between the years 1500-1600”.
Ibid., 286
- (6) *The World Book Encyclopedia Volume “A”*, 433
- (7) Davis, Elizabeth Gould. *The First Sex*, 48
- (8) *The World Book Encyclopedia Volume “G”*, 115

Northern Destiny

- (1) Preface
- (2) Johnston, Jean. *Wilderness Women*
- (3) Black, Martha. *My Seventy Years*
- (4) Hacker, Carlotta. *The Indomitable Lady Doctors*
- (5) Anderson, William Ashley. *Angel of the Hudson Bay*
- (6) Johnston, Jean. *Wilderness Women*
- (7) *Ibid.*

The Foundation of the West

- (1) Yost, Edna. *Women of Modern Science*
- (2) *The World Book Year Book 1964*, 503
- (3) Morgan, Elaine. *The Descent of Woman*, 173
- (4) Davis, Elizabeth Gould. *The First Sex*, 42-49
- (5) *Ibid.*, 180

The Enduring Past

- (1) Davis, Elizabeth Gould. *The First Sex*, 18
- (2) *Ibid.*, back cover
- (3) *Ibid.*, 267-270
- (4) Durant, Will. *The Reformation*, 82
- (5) Davis, Elizabeth Gould. *The First Sex*, 283
- (6) *Ibid.*, 287-288
- (7) Miqueli, Violetta. *Women in Myth and History*, 143

Modern Perspectives

- (1) Preface
- (2) Rousseau, Jean-Jacques. *Emile*

Conclusion

- (1) Davis, Elizabeth Gould. *The First Sex*, 18

Classical Studies

- (1) Beard, Mary R. *Women as Force in History*, 322
- (2) Butler, Samuel. *The Authoress of the Odyssey*
- (3) Graves, Robert. *Five Pens in Hand*, 140
- (4) Plato, *Symposium*
- (5) Beard, Mary R. *Women as Force in History*, 25

English

- (1) Buffman, Grant (ed.). *15 Stories*
- (2) Dew, Harold (ed.). *Poems Past and Present*
Lougheed, Ronald C (ed.). *Paths to Poetry II*
Summerfield, Geoffrey (ed.). *Voices II*
- (3) Donohue, John M. (ed.). *A Harvest of Short Stories*
- (4) Lougheed, Ronald C. (ed.). *Paths to Poetry III*
- (5) Betjeman, John. "In Westminster Abbey", *Paths to Poetry III*, 51
- (6) Leacock, Stephen. *Sunshine Sketches of a Little Town*, 87
- (7) *Ibid.*, 34

- (8) Diltz, Bert C. (ed.). *New Horizons*
- (9) Brown, Audrey A. "The Negress", *New Horizons*, 254
- (10) Crane, Milton (ed.). *50 Great Short Stories*
- (11) Conrad, Joseph. *Heart of Darkness & The Secret Sharer*, 15
- (12) Charlesworth, Roberta A. (ed.). *An Anthology of Verse*, vii
- (13) Charlesworth, Roberta A. (ed.). *An Anthology of Verse*
- (14) Ross, Malcolm (ed.). *Man and His World*
- (15) McGinley, Phyllis. "Some of my best friends . . .",
Man and His World, 49-53
- (16) Ross, Malcolm (ed). *Man and His World*, 25

Science

- (1) Kimball, John W. *Biology*, 212
- (2) *Ibid.*, 861
- (3) *Ibid.*, 302
- (4) Moore, John A. *Biological Science: An Inquiry into Life*, xvi
- (5) Physical Science Study Committee (PSSC), *Physics*, 6
- (6) *Ibid.*, 1
- (7) Allen, A. D. *Chemistry: An Introductory Study*, 254
- (8) Marean, John H. *Physical Science: A Laboratory Approach*,
- (9) 14 PSSC, *Physics*, vi
- (10) Moore, John A. *Biological Science: An Inquiry into Life*, 639
- (11) Marean, John H. *Physical Science: A Laboratory Approach*, 1
- (12) PSSC, *Physics*, 2

Guidance

- (1) University of Guelph, "Two Year Diploma Course in Agriculture" 1974-75
- (2) Seneca College of Applied Arts and Technology, "Why Not Business at Seneca?" 1974
- (3) Ontario Women's Bureau, "You're a What?", Published 1970, revised 1973
- (4) SRA Guidance Series Booklets, "Our World of Work", c1959
- (5) St. Lawrence College, "Technology", c1974
- (6) Canada Manpower Centre, "How to Prepare for an Interview", c1969

Physical Education

- (1) Life, J.R. *Concepts in Health Book 3*, 62
- (2) Shipton, E.J. *Understanding Health 4*, 144
- (3) Life, J. R. *Concepts in Health Book 3*, 128
- (4) *Ibid.*, 46
- (5) *Ibid.*, 117
- (6) Shipton, E.J. *Understanding Health 3*, 71
- (7) Life, J.R. *Concepts in Health Book 3*, 123
- (8) *Ibid.*, 3
- (9) *Ibid.*, 31
- (10) Shipton, E.J. *Understanding Health 3*, 89
- (11) *Ibid.*, 113
- (12) *Ibid.*, 147
- (13) Shipton, E.J. *Understanding Health 4*, 81
- (14) Shipton, J.J. *Understanding Health 3*, 114
- (15) Greer, Germaine. *The Female Eunuch*, 38
- (16) Klagsburg, Francine (ed.). *The First Ms. Reader*, 26

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History

The British Epic (Grade 9)

John C. Ricker

Toronto: Clarke Irwin & Company

c1959 327 pages

Northern Destiny (Grade 10)

John S. Moir and Robert E. Saunders

Toronto: J. M. Dent & Sons (Canada) Ltd.

C1970 533 pages

The Enduring Past (Grade 11)

John Trueman

Toronto: The Ryerson Press

c1964 517 pages

Foundations of the West (Grade 11)

D. Fishwick

Toronto: Clarke Irwin & Company

c1963 405 pages

Modern Perspectives (Grade 12)

T. Trueman, H. J. P. Schafter, R. J. Stewart, T. M. Hunter

Toronto: McGraw-Hill Ryerson

C1969 776 pages

Classical Studies

No publishing information will be given in the interest of brevity.

Grade 11

Aristophanes, *Clouds*

Homer, *The Iliad*

Homer, *The Odyssey*

Lucretius, *On the Nature of the Universe*

Petronius, *The Satyricon*

Plato, *The Apology of Socrates*

Plato, *The Republic Book VII*

Plautus, *Rudens*

Pliny, *The Letters of Pliny*

Virgil, *The Aeneid*

Grade 12

The Constitution of Athens

Aeschylus, *Agamemnon*

Aristotle, *Politics*

Cicero, *Selected Works*

Herodatus, *The Histories*

Homer, *The Iliad*

Plato, *The Republic*

Plutarch, *Fall of the Roman Republic*

Plutarch, *Life of Tiberius Craukus*

Sophocles, *Antigone*

Tacitus, *Annak*

Thucydides, *Funeral Oration of Pericles*

Thucydides, *The Melian Dialogue*

Latin

Lingua Latina Volume I, Part I (Grade 10)

Hans H. Oerberg

Copenhagen: The Nature of Method Institute
c1954 250 pages

Lingua Latina Volume I, Part II (Grade 11)
Hans H. Oerberg
Copenhagen: The Nature of Method Institute
c1954 244 pages

English

Poetry Anthologies

Paths to Poetry II (Grade 9)
Ronald C. Lougheed (ed.)
Toronto: Longmans Canada Ltd.,
c1967 216 pages

Poems Past and Present (Grade 9)
Harold Dew (ed.)
Toronto: J. M. Dent & Sons (Canada) Ltd.
c1954 276 pages

Voices II (Grade 9)
Geoffrey Summerfield (ed.)
Harmonsworth, England: Penguin Books Ltd.
c1968 192 pages

Paths to Poetry III (Grade 10)
Ronald C. Lougheed (ed.)
Toronto: Longmans Canada Ltd.
c1967 237 pages

New Horizons (Grade 11)
Bert C. Diltz and Ronald J. McMaster (ed.)
Toronto: McClelland and Stewart Ltd.
c1965 354 pages

An Anthology of Verse (Grade 13)
Roberta A. Charlesworth and Dennis Lee (ed.)
Toronto: Toronto Oxford University Press
c1964 549 pages

Short Story Anthologies

15 Stories (Grade 9)
Grant Huffman (ed.)
Toronto: McClelland & Stewart Ltd.
c1960 212 pages

A Harvest of Short Stories (Grade 10)
John M. Donohue and Marjorie E. McIntosh (ed.)

Toronto: Longmans Canada Ltd.
C1960 200 pages

50 Great Short Stories (Grade 12)

Milton Crane (ed.)

New York: Bantam Books Inc.
c1952 470 pages

Man and His World (Grade 13)

Malcolm Ross and John Stevens (ed.)

Toronto: J.M. Dent & Sons (Canada) Ltd.
c1961 494 pages

Grade 9

Dickens, Charles. *Great Expectations*

Faulkner, J. Meade. *Moonfleet*

Lee, Harper. *To Kill a Mocking Bird*

Shakespeare, William. *Merchant of Venice*

Trease, Geoffrey. *Cue for Treason*

Grade 10

Orwell, George. *Animal Farm*

Shakespeare, William. *Romeo and Juliet*

Sillitoe, Allan. *The Loneliness of the Long-Distance Runner*

Twain, Mark. *Huckleberry Finn*

Grade 11

Atwood, Margaret. *The Journals of Susanna Moodie*

Bolt, Robert. *A Man For All Seasons*

Bronte, Emily. *Wuthering Heights*

Dickens, Charles. *A Tale of Two Cities*

Leacock, Stephen. *Sunshine Sketches of a Little Town*

Toronto: McClelland & Stewart Ltd.

c1931, 1960 153 pages

Richler, Mordecai. *The Apprenticeship of Duddy Kravitz*

Shakespeare, William. *Macbeth*

Grade 12

Coleridge, Samuel Taylor. *"Rime of the Ancient Mariner"*

Conrad, Joseph. *Heart of Darkness & The Secret Sharer*

New York: Bantam Books Inc.

c1910, 1969 238 pages

Fitzgerald, F. Scott. *The Great Gatsby*

Golding, William. *Lord of the Flies*

Huxley, Aldous. *Brave New World*
Ibsen, Henrik. *Hedda Gabler*
Laurence, Margaret. *The Stone Angel*
Marlowe, Christopher. *Dr. Faustus*
Miller, Arthur. *Death of a Salesman*
Saint-Exupéry, Antoine de. *The Little Prince*
Salinger, J.D. *Catcher in the Rye*
Williams, Tennessee. *The Glass Menagerie*

Grade 13

Beckett, Samuel. *Waiting for Godot*
Forster, E.M. *Passage to India*
Joyce, James. *Portrait of the Artist as a Young Man*
Shakespeare, William. *Hamlet*

French

Textbooks

Le Français International Level 1 (Grades 9 and 10)
Guy Rondeau and Jean-Paul Vinay
Montreal: Centre Educational et Cultural Inc.
c1966 284 pages

Panorama Canada (Grade 11)
A. A. Obadia, D. P. Cortois, G. M. Lafreniere
Toronto: D. C. Heath Canada Ltd.
c1973 218 pages

Panorama Canada 2 (Grade 12)
A. A. Obadia, D. P. Cortois, G. M. Lafreniere
Toronto: D. C. Heath Canada Ltd.
c1974 248 pages

Supplementary Reading

Homewood, M. C. *Les Jeunes Français* (The Young French)
Toronto: MacMillan of Canada, Ltd.
c1962 58 pages

Leblanc, Maurice. *La Carafe D'eau et Des Pas Sur la Neige*
(The Decanter of Water and The Traces on the Snow)
Oxford, England: Oxford University Press
First published 1934 64 pages

Ledesert, R. P. I. and D. M. *Le Tresor de Rommel*
(The Treasure of Rommel)
London: George G. Harrap & Co., Ltd.
c1961 74 pages

- Ogley-Jones, D. E. *La Visite de Grand'tante Leonie*
(The Visit of Great Aunt Leonie)
Edinburgh: Oliver & Boyd Ltd.
c1968 19 pages
- Topping, Anne M. *Les Duval* (The Duvals)
London: Edward Arnold Ltd.
c1963 72 pages
- Treherne, Madeleine. *Rossignols en Cage*
(Nightingales in a Cage)
London: George G. Harrap & Co., Ltd.
c1961 71 pages

Science

- Physical Science: A Laboratory Approach* (Grade 9)
John H. Marean and Elaine W. Ledbetter
Toronto: Addison-Wesley Publishing Co.
c1965 285 pages
- Science 10* (Grade 10)
W. A. Andrews, R. G. Casson, A. H. Loudon, K. C. Wisner
Toronto: Copp Clark Publishing Co.
c1967 417 pages
- Biological Science: An Inquiry into Life* (Grade 11)
John A. Moore, Edward F. Legenhardt, Bentley Glass, Rev. Luke
Hallenback, Manert Kennedy, William V. Mayer, Tamsen Goodman Mayer,
Ingrith Deyruf Olsen, Wilson H. Stewart
New York: Harcourt, Brace & World Inc.
c1963, revised 1968 840 pages
- Physics: The Fundamental Science* (Grade 11)
Owen C. Barton and Ronald J. Raymer
Toronto: Holt, Rhinehart and Winston of Canada, Ltd.
c1966, 1967 481 pages
- Chemistry: An Introductory Study* (Grade 12)
A. D. Allen, J. A. Page, K. R. Bonnyman, Irwin Talesnick
Toronto: W. J. Gage Ltd.
c1967 3232 pages
- Biology* (Grade 13)
John W. Kimball
Toronto: Addison-Wesley Publishing Co.
c1974 (Third Edition) 898 pages
- Chemistry: An Investigative Approach* (Grade 13)
F. Albert Cotton and Lawrence D. Lynch

New York: Houghton Mifflin Co.
c1970 660 pages

Physics (Grade 13)

Physical Science Study Committee (PSSC)
Lexington, U.S.A.: D. C. Heath & Co.
c1960 656 pages

Physics Laboratory Guide (Grade 13)

PSSC

Lexington, U.S.A.: D. C. Heath & Co.
c1965 86 pages

The Project Physics Course Unit 4 (Grade 13)

F. James Rutherford, Gerald Norton, Fletcher G. Watson
New York: Holt, Rhinehart and Winston, Inc.
c1970 167 pages

The Project Physics Course Unit 5 (Grade 13)

F. James Rutherford, Gerald Norton, Fletcher G. Watson
New York: Holt, Rhinehart and Winston, Inc.
c1970 167 pages

Physical Education (Health)

Concepts in Health Book 3 (Grade 9)

J. R. Life, J. N. Passmore, N. W. West
Toronto: Longmans Canada Ltd.
c1966 169 pages

Understanding Health 3 (Grade 10)

E. J. Shipton and F. D. Kemper
Toronto: Prentice-Hall of Canada Ltd.
c1967 160 pages

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E. J. Shipton and F. D. Kemper
Toronto: Prentice-Hall of Canada Ltd.
c1968 192 pages

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- Cott, Nancy F. (ed.). *Root of Bitterness*. New York: E. P. Dutton & Company, Inc., 1972
- Davis, Elizabeth Gould. *The First Sex*. Baltimore: Penguin Books, Inc., 1971
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Appendix A

Male Female Representation Textbook in Illustration

Textbooks	Illustrations			
	Male		Female	
	#	%	#	%
French				
<i>Le Français International</i>	442	54.8%	365	45.2%
<i>Panorama Canada</i>	23	59.0%	16	41.0%
<i>Panorama Canada 2</i>	76	88.4%	10	11.6%
Health				
<i>Concepts in Health 3</i>	94	71.8%	37	28.2%
<i>Understanding Health 3</i>	106	63.5%	61	36.5%
<i>Understanding Health 4</i>	73	77.7%	21	22.3%
History				
<i>The British Epic</i>	415	95.4%	20	4.6%
<i>Northern Destiny</i>	334	91.0%	33	9.0%
<i>The Enduring Past</i>	259	97.7%	6	2.3%
<i>Foundations of the West</i>	320	91.4%	30	8.6%
<i>Modern Perspectives</i>	527	95.0%	28	5.0%
Latin				
<i>Lingua Latina Pt. 1</i>	73	82.0%	16	18.0%
<i>Lingua Latina Pt. 2</i>	35	76.1%	11	23.9%
Science (1)				
<i>Physical Science</i>	93	78.8%	25	21.2%
<i>Science 10</i>	15	100.0%	0	0%
<i>Biological Science</i>	53	88.3%	7	11.7%
<i>Physics (11)</i>	18	90.0%	2	10.0%
<i>Chemistry (12)</i>	Insufficient No. of Pictures			
<i>Biology</i>	Insufficient No. of Pictures			
<i>Chemistry (13)</i>	76	79.2%	20	20.8%
<i>Physics (PSSC)</i>	43	97.7%	1	2.3%
<i>Physics Lab Guide (PSSC)</i>	7	77.7%	2	22.3%
<i>Project Physics Unit 4</i>	14	82.4%	3	17.6%
<i>Project Physics Unit 5</i>	8	61.5%	5	38.5%
	<i>Problems</i>			
<i>Physics (11)</i>	51	94.4%	3	5.6%
<i>Physics (PSSC)</i>	44	97.8%	1	2.2%

(1) N.B. Pictures of prominent scientists were not included in this analysis.

Appendix B

Sex of Authors and Poets in Anthologies

Grades 9 – 13

	Male No.	%	Anon. No.	Female No.	%
Grade 9					
Paths to Poetry II	65	86.7	3	7	9.3
Poems Past and Present	107	84.3	13	7	5.5
Voices II	139	92.1	0	12	7.9
15 Stories	13	86.7	0	2	13.3
Grade 10					
Paths to Poetry III	67	89.3	3	5	6.7
A Harvest of Short Stories	13	81.3	0	3	18.8
Grade 11					
New Horizons	289	90.0	4	28	8.7
Grade 12					
50 Great Short Stories	42	84.0	0	8	16.0
Grade 13					
An Anthology of Verse	171	83.3	12	21	10.2
Man and His World	32	86.5	0	5	13.5

Course Content

	Male No.	%	Female No.	%
Grade 9				
Paths to Poetry II	10	90.9	1	9.1
Poems Past and Present	2	100.0	0	0.0
Voices II	5	83.3	1	16.7
15 Stories	7	100.0	0	0.0
Grade 10				
Paths to Poetry III	21	100.0	0	0.0
A Harvest of Short Stories	5	83.3	1	16.7
Grade 11				
New Horizons	19	79.2	5	20.8
Grade 12				
50 Great Short Stories	5	62.5	3	37.5
Grade 13				
An Anthology of Verse	26	92.9	2	7.1
Man and His World	11	91.7	1	8.3



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